

“Check the Google resource”: the library view on demystifying the process of acquiring and retaining electronic resources

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Today's discussion

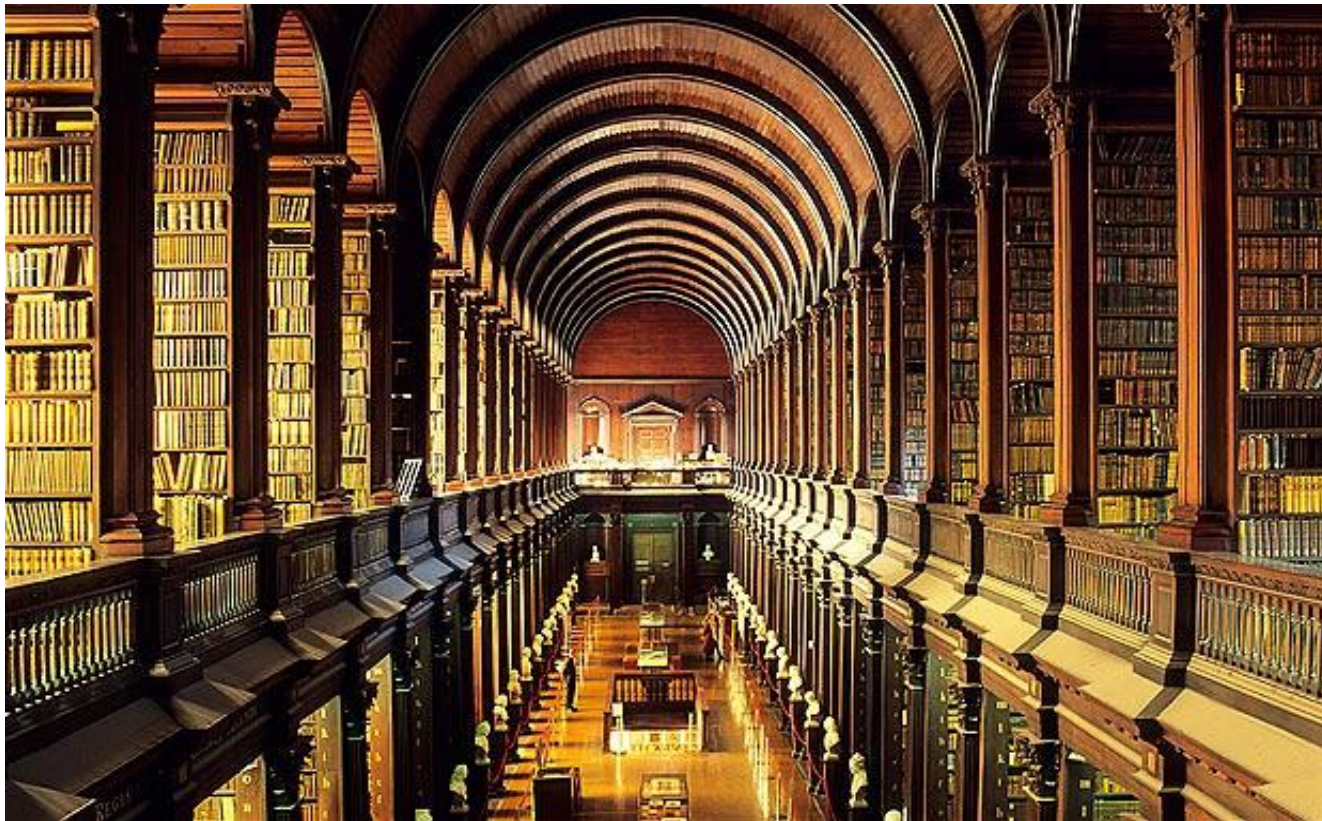
- The evolution of the student body
- What is an electronic resource and why we need to know about them
- The cost of electronic resources and the electronic resource lifecycle
- Electronic resources and their contribution to the student experience
- The role of the Library in the provision of electronic resources
- What is user education and why is it important?
- Questions

ELECTRONIC RESOURCE MANAGEMENT

27th June 2013

University
of Bolton

Once upon a time...



<http://www.telegraph.co.uk/>

Our changing students

- Drive for participation in higher education
- Not necessarily straight-from-sixth-form 18-year-olds
- Might work or might have a family or other dependents to support
- Might have given up a career to go back to the classroom
- Need to consider fees and their financial position
- A traditional, three-year degree course may not be the most appropriate means of participating in higher education
- Might not have adequate qualifications to study a degree course immediately
- Employment on graduation

Our changing students: the Net Generation

“Most of our students, moreover, are part of what we now describe as the Net Generation. This is a generation who think IM, text and Google are verbs not applications! “They expect to be engaged by their environment, with participatory, sensory-rich, experiential activities (either physical or virtual) and opportunities for input. They are more oriented to visual media than previous generations – and prefer to learn by doing rather than by telling or reading.” They prefer to discover rather than be told. (Becta Research Report 2008, page 13) So, as John Thompson frames the question: “Is education 1.0 ready for Web 2.0 students?” (Brenda Gourley VC Open University (UK), Council and Staff Address 26th September 2008)

Our changing students: the other side of the story

- Can be quite demanding, both in terms of 'value for money' and what they can actually access
- Might have had a significant break from education
- Might be studying a completely different topic
- Might lack confidence
- Might have unrealistic expectations of what is available to them
- Might not appreciate what is involved in studying at this level

What is an electronic resource and why do we have them?

- Electronic journals
- Electronic books
- Databases
- Accessible online – no more CD-ROMs! – on any PC/device with an internet connection
- Available 24 hours a day, seven days a week
- Support a huge range of subjects
- Electronic resources are growing in number as is the proportion of electronic resources to print (hard-copy) resources

Money matters...



Money matters...

Factors affecting cost:

- JISC banding (if appropriate)
- FTE (either of the institution as a whole or the students enrolled on the course)
- Exchange rates and VAT
- Resource format
- Availability of national/local agreements

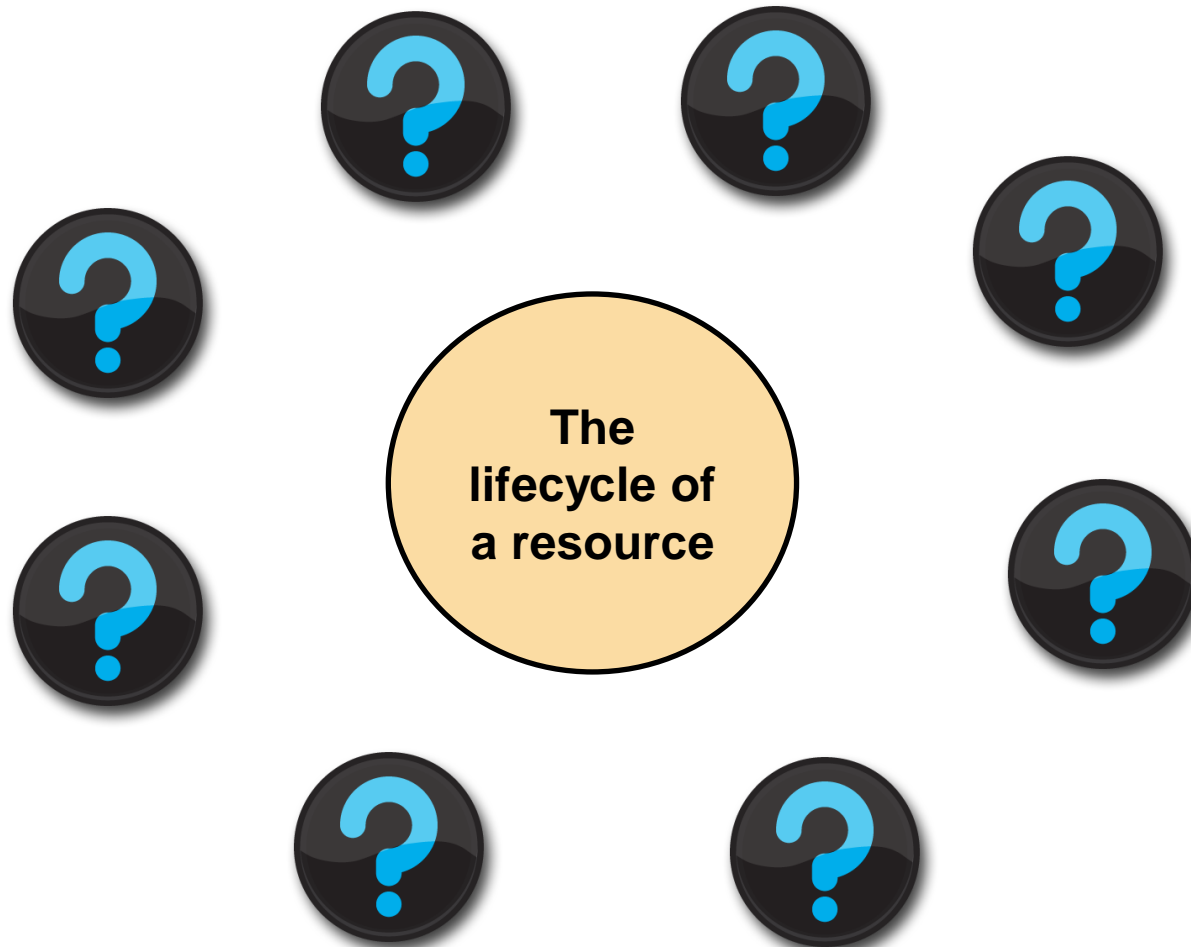
Money matters...

The hidden costs:

- Staff time involved in selecting, accessing and monitoring resources
- Cost of use, for example cost per search or cost per article download
- Cost of authentication, for example maintaining OpenAthens
- Cost per item within an electronic resource, for example cost per title in a bundle of electronic journals
- Gathering and analysing statistics

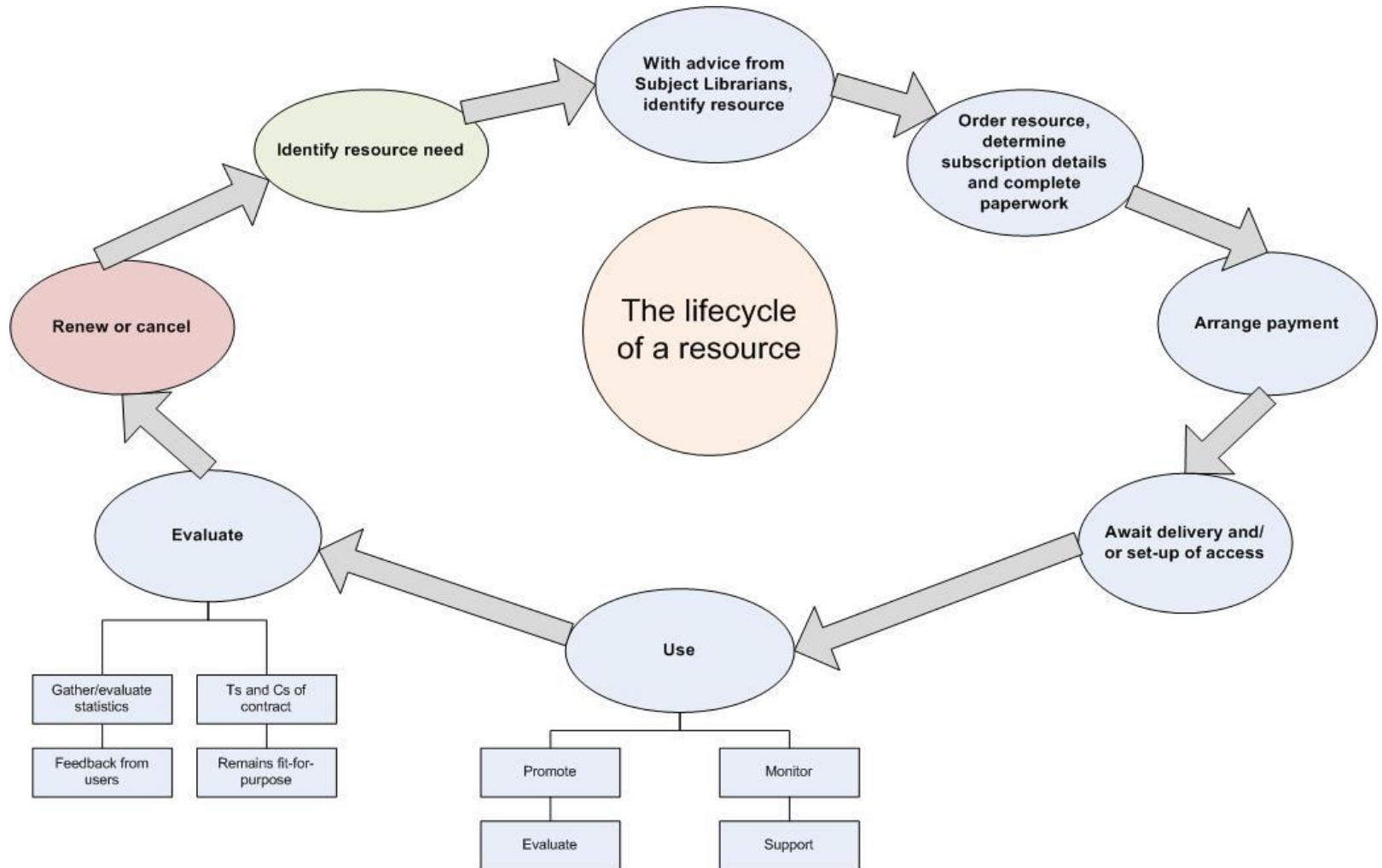
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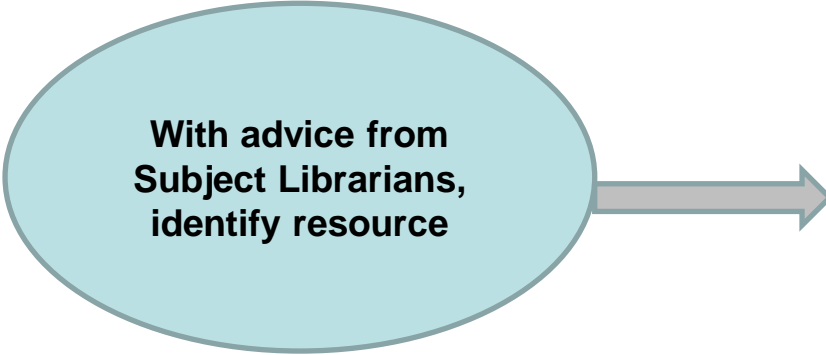


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Dissecting the electronic resources lifecycle



**With advice from
Subject Librarians,
identify resource**

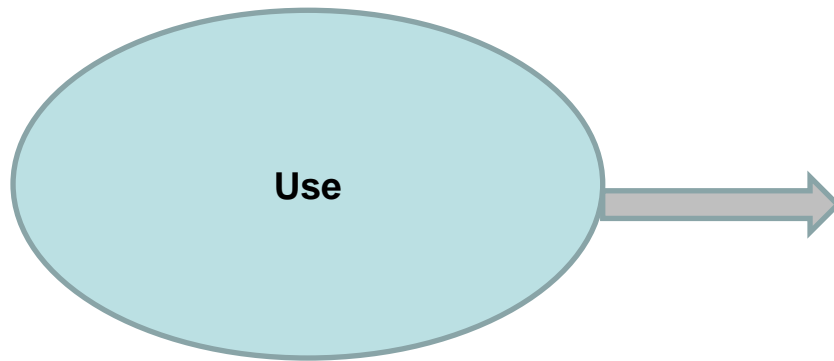
- There may be no budget remaining
- The resource might be too expensive
- There may be more than one provider
- The resource may come with material that is not going to be useful
- Access to the resource may be difficult

Dissecting the electronic resources lifecycle



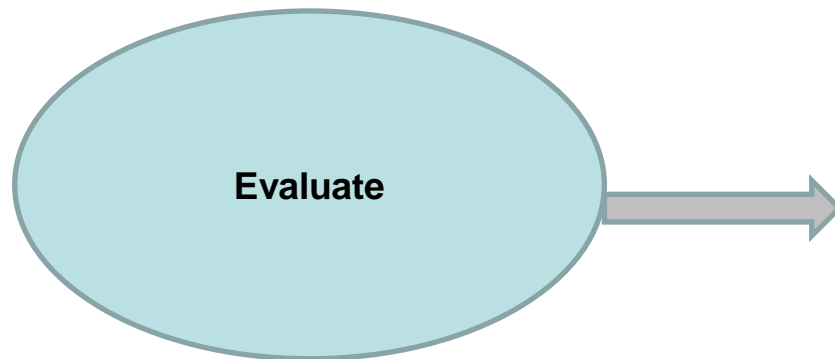
- What is the current exchange rate?
- Does VAT need to be added?
- At what point in OUR financial year does the invoice have to be paid
- How long have we got to pay it?
- Negotiate the final price

Dissecting the electronic resources lifecycle



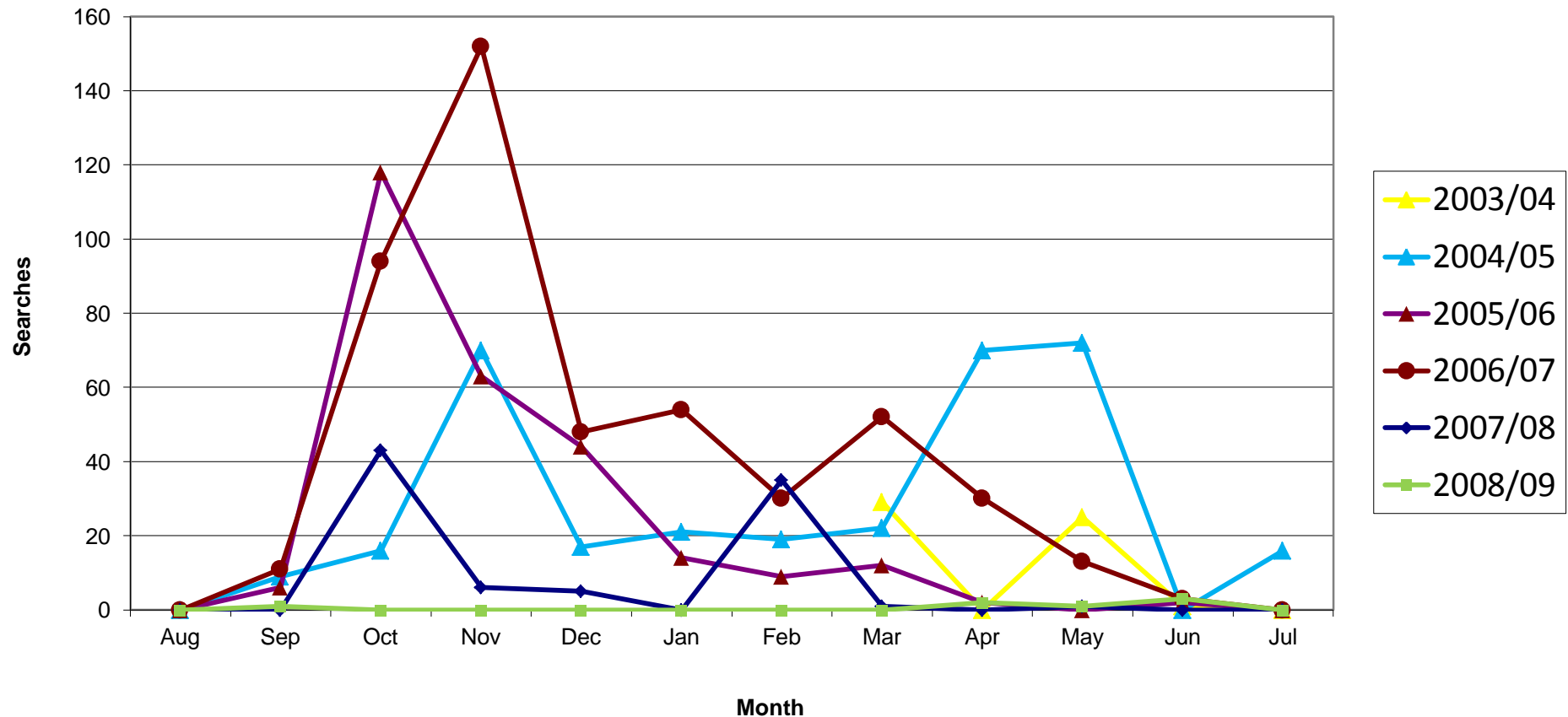
- Enable access and ensure everyone who needs to access it can
- Develop expertise on how to use and disseminate this knowledge
- Exploit the resource to the full
- Develop a mechanism for monitoring use of the resource, e.g. statistics
- Build supporting the resource into existing support frameworks

Dissecting the electronic resources lifecycle

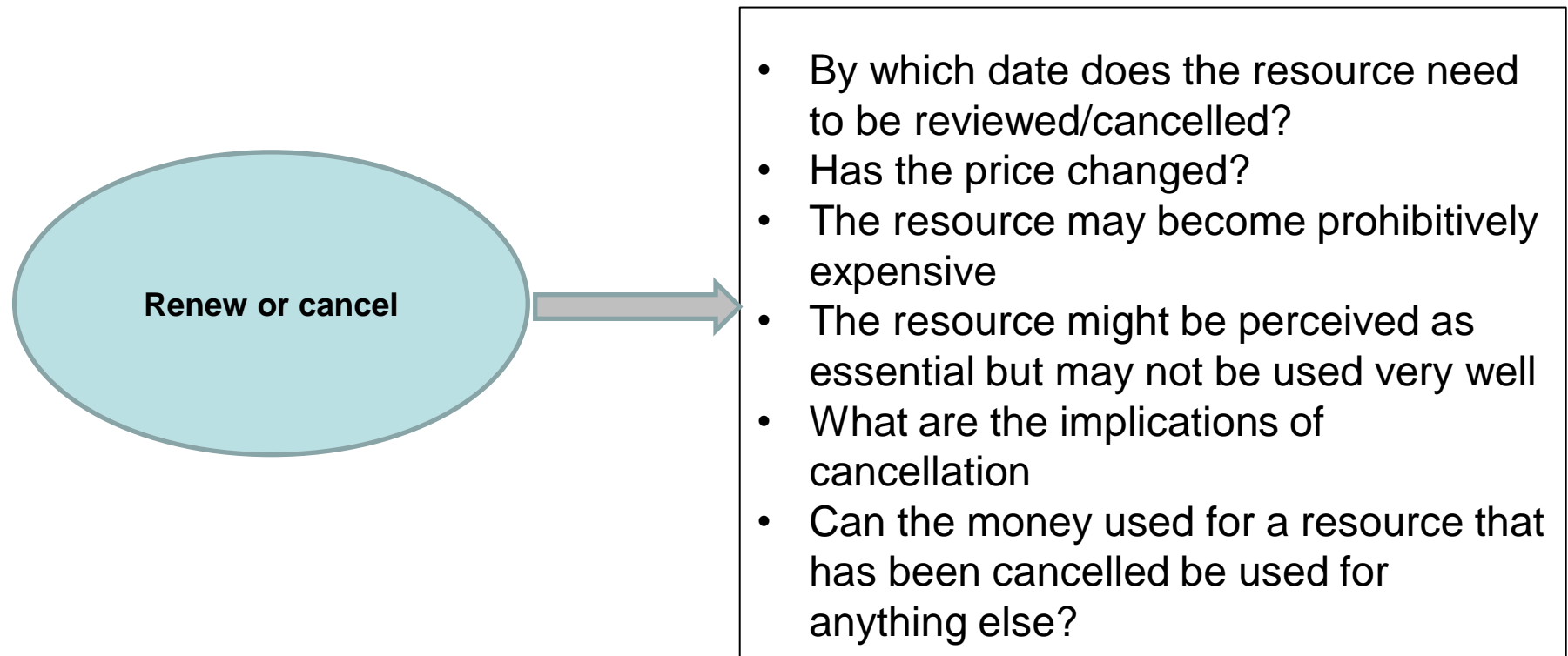


- Gather and analyse statistics
- Seek and review feedback from users
- Be mindful of terms and conditions of the resource as this may inform whether or not the resource can be cancelled
- Ensure that the resource is still fit-for-purpose, i.e. whether or not it still offers relevant content/will continue to offer relevant content
- Is there a place for the resource in future collections?

Dissecting the electronic resources lifecycle



Dissecting the electronic resources lifecycle



Electronic resources: the student view

Student: I need to find something on [insert assignment title]

Librarian: Okay, what have you tried so far?

Student: Everything. I have tried everything!

Librarian: Everything?

Student: Yes, everything. ***I looked at the Google resource, and nothing came up...***

Electronic resources: the student view

What they want:

- Something that is available with minimal keystrokes
- Something that is always available
- Something that is really simple to use, even with minimal instruction or input from staff
- Something that includes absolutely everything I need to know!

What they don't want:

- Something that is hard to use
- 'Dead links', i.e. not able to connect between resources
- Something that is frequently out of service
- Something that requires a significant amount of training to get going
- Any knowledge of what goes on in the background (!)

Matching expectations to experience

- Look at the expectations and establish which ones are realistic and which are not.
- In effect, analyse the expectations.
- How do the expectations fit in with future plans for the library?
- How do the expectations fit in the future plans for the university as a whole?
- Who will deliver the service to match the expectation to the present and future student experiences.
- Are staff expectations different to student expectations?

Matching expectations to experience

Realistic	Unrealistic
Access is easy	I want a librarian to tell me every single search term to use
Resources are always available when I need them	I want every single journal ever published in my subject area to be available right now
If I need training or additional help, it is available to me	I want to search Google for all of the information for my assignments
I want to search for information in a similar way to how I use Google	I want to use all the resources at another university in summer

User education: information literacy

- The acquisition of skills to navigate the vast amount of information available in the 'information age'
- Recognising that these skills are essential in lifelong learning as well as to support academic study
- An ability to identify, locate and retrieve suitable material to support study
- A wide range of skills, from accessing the library catalogue and finding books on the shelves to critical evaluation of material, bibliographic management and legally and ethically using material
- Postgraduate information literacy expectations go much further
- **We aim to produce graduates who are 'information literate'**

User education: developing study skills

- Use the Information Literacy Framework to inform and influence programmes of instruction
- Offer a variety of instructional methods: seminars; workshops; information sessions with librarians on the Subject Help Desk
- Subject Librarians work closely with academics to ensure needs are met
- Learning outcomes should be agreed, and assignments should recognise that information literacy skills have (or have not!) been used
- Work with Student Liaison Officers
- BISSTO



Questions?

Thanks!

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